

DOCUMENT RESUME

ED 277 186

EC 191 391

TITLE Understanding Tasks of Teenagers: Unit 10. Parent Education Workbook for Mainstreamed Students. Part 11: Child Care. Contemporary Parenting Choices. Module 4.

INSTITUTION Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

REPORT NO ISBN-0-8138-2509-1

PUB DATE 85

NOTE 22p.; For the other guides in this series, see EC 191 378-393.

AVAILABLE FROM Iowa State University Press, 2121 South State Ave., Ames, IA 50010 (\$3.00).

PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Career Choice; Decision Making; High Schools; *High School Students; *Learning Disabilities; Mainstreaming; *Mild Disabilities; *Mild Mental Retardation; Parenthood Education; *Personal Autonomy; *Self Concept; Workbooks

ABSTRACT

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the fourth in the Child Care part of the workbook, focuses on understanding tasks of teenagers and includes individual lessons on how a teenager becomes independent from the family, how teenagers develop a sense of identity, and how teenagers can use the decision making process to choose a career. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

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ED277186

Parent Education Workbook for Mainstreamed Students

PART II / CHILD CARE



contemporary parenting choices lessons

UNIT 10

understanding tasks of teenagers

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CONTEMPORARY PARENTING CHOICES MODULE 4

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International Standard Book Number 0-8138-2509-1



Lesson 1

HOW DOES A TEENAGER BECOME INDEPENDENT FROM THE FAMILY?

This lesson will help you to:

1. Describe things teenagers need to do to become independent from family.

DO YOU KNOW THESE WORDS?

acquire - get as one's own

appearance - how your body looks

developmental tasks - things teenagers need to learn to become adults

independent - relying on oneself

mature - look and act grown up

secure - sure of oneself

task - a job to be done

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

acquire _____

appearance _____

developmental tasks _____

independent _____

mature _____

secure _____

task _____

WHAT ARE DEVELOPMENTAL TASKS?

Developmental tasks are what a teenager needs to learn to become a mature adult. Becoming mature means becoming more independent. You are able to stand on your own two feet. You can think for yourself. You take responsibility for your decisions.

The developmental tasks result from a person's needs. They also result from what society expects. There is a time that is right for learning these tasks. You are at that time of your life now. The tasks are:

-
- *To develop mature relationships with peers
 - *To learn a social role
 - *To accept your body
 - *To become emotionally secure
 - *To understand marriage and family life
 - *To prepare for a career
 - *To acquire values that guide behavior
 - *To act in a responsible way
-

Let's talk about these tasks.

To Develop Mature Relationships with Peers

This means having friends your own age. Both male and female friends are included. A 12-year-old girl usually has many girl friends. She may act shy around boys. As she matures, she will have friends of both sexes. She may also love and be loved by one special boy.

To Learn a Social Role

Our society has decided ways that people should behave. A teenager learns what it means to be a boy or a girl in society. A teenager needs to know what becoming a man or woman involves. Social roles because of one's sex are changing. Today, a woman can hold down a full-time job. A man can stay home and care for the children. Teenagers need to think about their role in society. Teenagers need to be happy with their role.

To Accept your Body

Many teenagers are worried about how they look. Some feel they are too short. Others may feel they are fat. Teenagers always seem to feel there is something wrong with how they look. Have you ever heard someone ask, "Does it make me look fat?" "Does this stuff work on pimples?" As teenagers become

mature, they worry less about trying to look perfect. They accept their own bodies as they are. They also find ways to change what they can about their appearance.

To Become Emotionally Secure

Children depend on their parents. As they grow older, they must learn to depend on themselves. A parent can then become a friend as well as a parent.

ACTIVITY

Of the four tasks that have been discussed, write the one that best fits the sentences. The four tasks are listed below.

- to develop a mature relationship with peers
- to learn a social role
- to accept your body
- to become emotionally secure

1. Jana thinks glasses make her face look round but she wears them anyway. _____

2. James has male and female friends. _____

3. Todd's parents are his friends. _____

4. Sarah is happy with her role as a full-time worker. _____

To Understand Marriage and Family Life

Teenagers have to think about how they feel about marriage and being parents. You may have studied about marriage and family life. This will

help you better understand whether marriage is right for you. It can also help you decide if becoming a parent is right for you.

To Prepare for a Career

To become independent, teenagers must be able to support themselves. This includes choosing a career. It might also mean going to school to learn job skills.

To Acquire Values that Guide Behavior

This task allows teenagers to live their own lives. It involves choosing a mature set of values to live by. This might mean a person decides to always be honest. It could be that a person is loyal to his/her family. There are many different values a person could have. Once the values are chosen, a person tries his/her best to live by them.

To Act in a Responsible Way

A mature person takes part in community and national affairs. A mature person also thinks about other people's rights. A mature person doesn't ride a motorcycle on someone else's lawn. A mature person thinks about others. Think about yourself. How do you like to be treated? Treat other people the same way you like to be treated.

ACTIVITY

Of the four tasks that have been discussed, write the one that best fits the sentences. The four tasks are listed here.

- to act in a responsible way
- to understand marriage and family life
- to prepare for a career
- to acquire values that guide behavior

1. Bill asks before he rides his dirt bike
in a field. _____
2. Laura is studying marriage and child
care. _____
3. Paul is working in a restaurant
as a cook. _____
4. Ellen values honesty. She tells the
clerk in the store that a mistake
was made. _____

KEY IDEAS

THE EIGHT DEVELOPMENTAL TASKS OF TEENAGERS ARE:

- *DEVELOP MATURE RELATIONSHIPS WITH PEERS
- *LEARN A SOCIAL ROLE
- *ACCEPT YOUR BODY
- *BECOME EMOTIONALLY SECURE
- *UNDERSTAND MARRIAGE AND FAMILY LIFE
- *PREPARE FOR A CAREER
- *ACQUIRE VALUES THAT GUIDE BEHAVIOR
- *ACT IN A RESPONSIBLE WAY.

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

- T F 1. An engaged girl who is taking a class on family relationships is learning to understand marriage and family life.
- T F 2. A boy who does not cheat because he knows it is wrong has acquired a set of values to guide his behavior.
- T F 3. A tall girl who used to slump but now stands up straight has learned to accept her body.
- T F 4. An engaged girl who is taking a class on family relationships is learning to prepare for a career.
- T F 5. A boy who does not cheat because he knows it is wrong has learned a social role.
- T F 6. A tall girl who used to slump but now stands up straight has learned to act in a responsible way.



Lesson 2

HOW DO TEENAGERS DEVELOP A SENSE
OF IDENTITY?

This lesson will help you to:

1. List ways teenagers develop a sense of identity.
2. Discuss how peers affect identity.

DO YOU KNOW THESE WORDS?

identity - the person that you are

influence - someone or something that affects you

maturity - looking and acting grown up

peer pressure - people your own age influencing your behavior

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the
lines below.

identity _____

influence _____

maturity _____

peer pressure _____

HOW DO YOU DEVELOP YOUR OWN ADULT IDENTITY?

When you were a child, your world did not seem as big as it does now. You probably did not have many problems to face. Decisions were easier to make. Your parents or other adults took care of many decisions. They decided where to live and how to raise you.

This changes as a person becomes a teenager. This is when people begin thinking about the world in their own way. They want to discover life and themselves on their own. This does not begin at a certain age. It begins when a person makes a decision and is able to live with the results of that decision.

It is up to the person to prove that he/she is grown up. You become an adult when you can take the responsibility for yourself. You also become responsible for your own decisions. This is the time that you begin to form your own identity.

Your identity changes and grows as you go through life. Different things become important to you. This affects your identity.

ACTIVITY

Read about Ann.

Ann's friends talked her into drinking beer when she was 12. Ann didn't think it was right but she did it anyway. When she was a senior, she did a term paper on drinking. It changed her mind. When Ann went to a party with her friends she didn't drink. She told her friends she didn't feel like drinking any more.

How did Ann's identity change? What made her identity change?

WHAT IS PEER PRESSURE?

Peer pressure is when you are influenced by others your age. Peer pressure is very strong. It is hard to do something different from your peers. Peer pressure can be good. Suppose you have a friend named Tracey. Tracey doesn't know how to swim. You and your friends talk her into taking swimming lessons. Tracey learned how to swim as a result of peer pressure.

Peer pressure also can be not so good. Lucas started smoking cigarettes because all of his friends were smoking. When he didn't smoke they bugged him about it. So he started. It takes maturity to do your own thing and to be different. This is the start of developing your own identity.

ACTIVITY

Have your friends ever talked you into doing something that was good for you?

Have your friends ever talked you into doing some things that you didn't want to do? Can you list some here?

KEY IDEAS

TEENAGERS BEGIN TO FORM AN ADULT IDENTITY WHEN THEY MAKE
AND TAKE RESPONSIBILITY FOR THEIR DECISIONS.

TEENAGERS WHO HAVE DEVELOPED THEIR OWN IDENTITY ARE LESS
INFLUENCED BY THEIR PEERS.

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

- T F 1. Teenagers begin to form an adult identity when they are 21 years old.
- T F 2. Teenagers who have developed their own identity do what their peers want them to do.
- T F 3. Teenagers begin to form an adult identity when they take responsibility for their decisions.
- T F 4. Teenagers who have developed their own identity do something different from their peers.



Lesson 3

HOW CAN TEENAGERS USE THE DECISION MAKING PROCESS TO MAKE A CAREER CHOICE?

This lesson will help you to:

1. Use the decision making process in making a career choice.

DO YOU KNOW THESE WORDS?

agriculture - having to do with farming

available - present or ready

restaurant - a public eating place

vocational education - to learn skills for certain careers

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

agriculture _____

available _____

restaurant _____

vocational education _____

HOW DO YOU DECIDE ON A CAREER?

It is never too early to begin thinking about your future career. Remember, most teenagers today will work at least 40 years. Why not work at a job you enjoy? Why not have a job where you use your skills? You can begin to make plans now. Let's use the decision making process to help you think about a career. Do you remember the steps in the process? They are:

-
1. Identify the problem.
 2. List the possible choices.
 3. Make a choice.
 4. Act on your choice.
 5. Look at the results.
-

Let's see how Rick used the decision making process to help him select a career.

1. Identify the problem. Ever since Rick was young, he thought about what he would do when he grew up. As Rick got older, he knew he would have to decide on a career.

2. List the possible choices. Rick started thinking about his choices. He thought about what he liked to do. He thought about what he could do. He also thought about what work was available. He wrote down this list:

doctor
teacher
chef
astronaut
police officer
grocery store owner

3. Make a choice. Rick now had to make a choice. He started by finding out more about the careers he listed. Rick began at school. He asked his teachers about the careers he liked. The school counselor also helped Rick. The counselor used a computer. He also showed Rick how to learn more about jobs using the computer.

Rick's high school had vocational education courses. Rick could study agriculture or business. He could take courses in home economics or industrial arts. Rick took courses in home economics. He learned many cooking skills.

Another way Rick learned about careers was looking at books. The government prints books about jobs. Rick looked at the Occupational Outlook Handbook. It tells what skills a job requires. It lists the number of workers and average pay. It tells about the need for future workers. Rick got the book from his high school counselor.

Rick also asked his friends and relatives about their jobs. They told him how much schooling they had. They told him the skills needed for their jobs. They told him what they liked about their jobs.

ACTIVITY

Put a check by the sources Rick used to find out about careers.

- _____ vocational education courses
- _____ teachers
- _____ computer
- _____ Occupational Outlook Handbook
- _____ counselor
- _____ friends
- _____ books
- _____ relatives

Rick thought about what he had found out. He knew that some of the careers on his list required a four-year-college degree. Rick had poor grades in high school. He thought a four-year-college might be too hard for him. He crossed off career choices that required a four-year-college degree. Now look at Rick's list:

doctor
teacher
chef
astronaut
police officer
grocery store owner

Rick found out it would cost a lot of money to buy a grocery store. He didn't have any money. He didn't know how to run a business. He crossed grocery store owner off his list.

Rick had two choices left, chef and police officer. Rick knew the area community college had two-year programs in these areas. He thought he might like going to the community college. Rick had learned to cook in his high school home economics class. He liked cooking. His teacher had told him that chefs usually make good money. He decided to become a chef.

4. Act on your choices. Rick went to an area community college. He did very well in his classes because he enjoyed them. He became a chef. He took a job in a restaurant. The restaurant was in a large city.

5. Look at the results. Rick loved his job. He was a good chef. He liked living in a large city. His job paid well. He was able to buy a new car. Rick was happy with his career choice. He was glad he had spent a lot of time finding out about careers. He was able to make the best choice for himself.

ACTIVITY

Now you use the decision making process.

1. Identify the problem. To make a career choice.

2. List the choices. Remember to think about what you like to do.

Also think about what you can do.

List your choices here.

Tell why you made those choices.

3. Make a choice. Find out all you can about the careers that interest you. Look at the sources Rick used. Be sure you spend enough time to find the best choice for you. If you know your choice, write it here.

4. Act on your choice. You probably can't act on your choice until you have finished school. You can work hard while you are in school so you will be prepared for the future.

5. Look at the results.

KEY IDEAS

THE FIRST STEP WHEN USING THE DECISION MAKING PROCESS TO MAKE A CAREER CHOICE IS TO IDENTIFY THE PROBLEM.

THE SECOND STEP IS TO LIST THE POSSIBLE CAREER CHOICES.

THE THIRD STEP IS TO GATHER INFORMATION ABOUT THE CHOICES AND THEN MAKE A CAREER CHOICE.

THE FOURTH STEP IS TO ACT ON YOUR CAREER CHOICE.

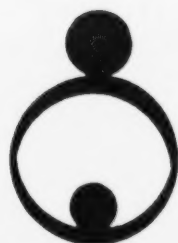
THE FIFTH STEP IS TO LOOK AT THE RESULTS OF YOUR CAREER CHOICE.

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

- T F 1. Before people make a career choice, it is a good idea to get a 4-year-college degree.
- T F 2. Using the decision making process to choose a career can help people choose a career they enjoy.
- T F 3. When people list their possible career choices, they should list anything they might be interested in.
- T F 4. Before people make a career choice, it is a good idea to find out about possible choices.
- T F 5. Using the decision making process to choose a career can take lots of extra time.
- T F 6. When people list their possible career choices, they should list only things they can do now.

SEE YOUR TEACHER FOR THE UNIT TEST.



Parent Education Workbook for Mainstreamed Students

THE DECISION TO PARENT: A TEACHING GUIDE,

the first in a series of modules devoted to contemporary parenting, is directed toward teachers and counselors of teenagers to make them aware of the parenting choices available to them and to prevent unwanted pregnancies.

After completing the study outlined in this first module the student should be able to appraise the variety of responsibilities involved in being a parent and utilize the decision-making process in determining if and when to become a parent.

It implements Public Law #94-492 (1976) that requires the teaching of family living, parenting skills, and child development and guidance in vocational home economics programs.

It is edited by Jerelyn Schultz, assisted by Penny Raiston, Barbara Rougvie, and Margaret Jan Kelly, all of the Iowa State University Department of Home Economics Education. (1980. ISBN 0-8138-1595-9. Paper, comb binding.)

SEXUALITY AND THE ADOLESCENT: A TEACHING GUIDE,

the second in the series, is designed for use by teachers, counselors, and others who work with adolescents in the area of sexuality education.

It focuses on the effect of adolescent growth and development on teenagers' self-concepts, the influence of interpersonal relationships within and outside the home on sexual attitudes and behavior during adolescence, and the stages of pregnancy and the decisions to be considered in each.

A broad, sensitive approach to sexuality education, this module addresses feelings, values, experiences, relationships, and how the individual views himself or herself as male or female. Additional topics include the traditional sexuality education concepts such as human physiology and birth control.

Editor Jerelyn Schultz was assisted by Penny Raiston, Barbara Rougvie, Margaret Torrie, and Jillian Boyd, all of the Iowa State University Department of Home Economics Education. (1981. ISBN 0-8138-1616-5. Paper, comb binding.)

PARENTING TODAY: A TEACHING GUIDE,

the third module in a series on contemporary parenting, is designed to help teachers assist adolescent youth to become more knowledgeable about what is involved in parenting children.

Six major areas where skills are identified and emphasized are: (1) fostering children's maturation through knowledge of child growth and development; (2) providing an environment that encourages growth and development; (3) maintaining effective parent-child communication; (4) guiding the behavior of developing children; (5) showing parental love and affection to children; and (6) managing available human and material resources.

Parenting Today: A Teaching Guide was developed under the direction of Jerelyn Schultz, assisted by Margaret Torrie, Barbara Rougvie, Jillian Boyd, and Maxine Hammonds of the Iowa State University Department of Home Economics Education, with the cooperation of the Iowa State Department of Public Instruction. (1984. ISBN 0-8138-0358-6. Paper, comb binding.)

The fourth module in the Contemporary Parenting Choices Series from the Iowa State University Press, *Parent Education Workbook for Mainstreamed Students*, is designed to present parenthood education information to mentally and/or learning disabled students in high school home economics classes.

It contains 12 units, each in a work/text format that offers lessons and lesson objectives, vocabulary, appropriate reading materials, suggested evaluation items for use with each, and an annotated bibliography of supplementary materials.

They provide instruction in 12 major topic areas: self-awareness, relationships, sexuality, living situations, marriage, the decision to parent, pregnancy, growth and development of children, parenting skills, adolescence, the work world, and child care job skills.

A teachers manual explains the development of each of these major topic areas, details characteristics of mentally and learning disabled students, and provides methods and strategies for working with these students.

Parent Education Workbook for Mainstreamed Students was developed by members of the Iowa State University Department of Home Economics Education under the direction of Jerelyn Schultz and the auspices of the Iowa Department of Public Instruction.